

Implementing Genre Based Approach to Teach Writing for College Students

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Abstract. Teaching writing for English foreign students offers very interesting challenges for the few past years, especially in the Indonesian learning situation. The teacher himself must ensure the students understand as well as produced good products of writing in various text types. Based on that assumption, this research described the undergoing process of students in their learning to write using Genre Based Approach. This research is presented qualitatively with the subject of Indonesian college students who are taking English class. The GBA approach in this study developed into four phases that are Building knowledge of the field (BKOF), Modelling the text, Joint Construction of The Text (JCOT), and Independent Construction of Text (ICOT). After students were taught using this approach, they filled out questionnaires to find out the suitability of the GBA steps with the real practice in learning to write. In summary, the GBA approach is applicable and suitable in the practice of teaching writing.

1. Introduction

Writing is the most intricate skill of language study as students find it difficult within the process of both writing and reading since both cognitive and language skills are urged to reform thought into written form[1]. Many students face the difficulty in learning to write because they usually do not have any experience in their past education level. Learning to write seems very hard yet frustrating for early writers. Several difficulties might be caused by the complexity of the writing system which involves comprehending the content, organization, vocabulary, languages, and mechanics[2]. To write well will consume students' efforts and time so a teacher must teach students to write in efficient and effective ways.

Teaching writing skills is the way the teacher helps students to generate error-free texts according to the correct models. This does not, however, allow students to understand and master such features as text purposes, readers, meaning, linguistics features that are the main units of any text types. In today's practice, writing courses in universities must not only focus on sentences based writing tests but focus on creating such composition to serve plurality purposes of readers outside the classroom context[3]. Writing activities must be able to encourage contact between students and teachers both inside and outside the classroom, encourage collaboration between students, encourage active learning, provide immediate feedback, respect for different talents and backgrounds of the students. Students' writing said to be in excellent level if they learn it through a contextual approach in classroom situations[1].

To successfully implement this teaching writing cycle into an actual classroom, English teachers should introduce in their students' many well-written sample reading texts which contain the features of the specific text types. As described at the beginning of this study, one of the difficulties faced by EFL college students in developing writing skills was that they lacked text-type information in terms of language features and text features; thus, they did not know how to translate their ideas into their intelligible text [3]. How the author decides the results of his writings through the writing process [4].

Based on the consideration above, this study uses Genre Based Approach in teaching writing for college students since the writer believes that the Genre Based Approach as one of the effective

ways to introduce students to many different types of text with systematic procedures. Teacher needs to recognize genre as flexible guides in the manifestation of writing activities[5]. Through applying this research, it is hoped that it could provide more targeted writing activities for students and could illustrate the process of learning to write as well as to create an atmosphere that makes students the center of learning.

Genre Based Approach

Genre, according to Batubara is a staged, goal-oriented text types resulting from using language. In his further explanation, he believes by studying genre, students will understand that each text have social meaning which facilitate the context, the content, communicative purpose, the formal features, and the role of readers and writers.[6]. It implies that the text users or in this case the students, must have such awareness to process such text features, and more importantly to have ability in forming the text. Practicing to write using genre provides students with more powerful language skills and potential communication capability.

Genre Based Approach as Luu defined is a kind of writing instruction which concerns in subject context, a process in composing text, and linguistics forms, and attempt to associate writers and readers. This approach emphasize students how to use and to produce language patterns in purposeful ways [3]. If students want to be successful in real-life communication, they must be able to produce a text which meets the requirements and expectation from the readers which include written correct forms of grammar, systematic organization of structure and unity in content. In a classroom situation, teachers and students need to participate more actively to share meaning and negotiation both individually and as groups. Learning to write in this way, as it is believed, can remove the feeling of isolation which bothers many learners when writing and, at the same time, helps student writers have positive reinforcements about the knowledge of linguistics, content, and ideas in the composing of texts [3]. The use of specific genre or text resources will promote students' participation in class discussions, complete projects, write assignments, read their textbooks, and so on. The key functions such as describing, explaining, analyzing, recording, and evaluating and then decided on relevant genres[7].

According to the theorists, GBA itself can be implemented into several different steps. Burgos proposed three different steps they are deconstruction phase, joint construction, and individual construction[8]. Batubara proposed four steps, they are building knowledge of the field, modeling the text, joint construction of the text, and independent construction of the text [6]. Differently, Derewianka suggested that GBA should be developed by six steps, they are developing an understanding of the field, familiarization with the genre, developing control over the genre, independent construction, extending and critiquing, and creative exploitation of the genre[7]. Meanwhile, Chen & Shu where they took an experiment of six steps, they are reading the book, writing summary, setting context, modeling, joint construction, and independent construction [9].

Despite the above theories, this study only applied four main steps. First, building knowledge of the field in which the activities are to supply adequate information and background knowledge for students to make them understand better about the text being given. Secondly, modeling the text where the teacher prepares the text examples and discuss together with the students about the types of text (genre), functions, grammar, features, and other supplementary as original text model. Third, the joint construction of the text is the collaboration process between teachers and students or groups of students in completing a specific genre assignment. They discuss, make drafts, check and revise and make corrections according to the corrected models. Last, independent construction of the text is the opportunity for students to write the text individually according to the type of text being studied.

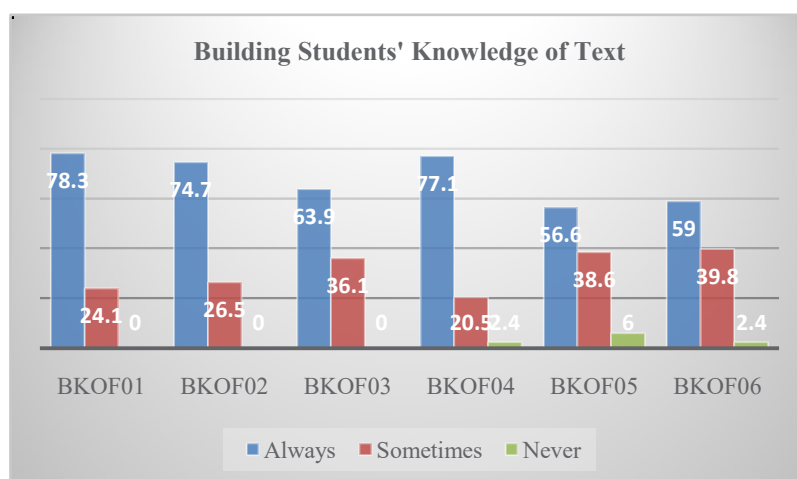
2. Method

This research used qualitative approach. The subjects were 83 college students from the fourth semester students of University of Muhammadiyah Tangerang who are taking English class. They were taught learning to write using Genre Based approach. After they writing class is over, they had to fulfil the questionnaires of evaluation of the teaching and learning process. The aim of this questionnaire is to see and evaluate the undergoing process of the students while they receive writing materials using GBA. The questionnaire itself is given online contains 29 indicators of the suitability of the GBA steps with the real practice in teaching writing. The indicators are developed from four main phases in the Genre Based Approach implementation procedures in Emilia's book[10].

3. Result and Discussion

Building the Knowledge of the Field (BKOF)

In the first step, the teacher has implemented six indicators: providing various types of text, students are asked to read text and questions, students identify unfamiliar words, students learn other language skills, teacher gives access to native speakers and students are trained their critical thinking skills. Below is the result of students' responses from the questionnaires:



Graph 1. Result for BKOF

BKOF01 stands for the first indicator in building knowledge of the field that in the initial stages of learning, the teacher has provided various types of texts with relevant topics. Most of the students answered 78,3% they agree that the teacher always provided them with various types of texts with various titles. For example, "Television", "The Corona Virus", and other titles. Other students answered 24,1% teacher sometimes introduced them with various text types and no students answered never. The overall result implies that the teacher already followed the first indicator of BKOF well. This is, however, supported Agesta's view that students need to be introduced to many text models considering the social issue and structures of the text. Students are required to read and compare the text that is learned with the other texts [2].

BKOF02 stands for the second indicator in building knowledge of the field where students need to read the text, and the teacher gives questions regarding the text. Most of the students answered 74,7% always, 26,5% sometimes and 0% never. It means the teacher already instructed students to read the text first then answer the exercises from the text. If students answered the questions correctly then they definitely could read and understand the contents of the text well. As Horaric's view (in Batubara) which mentions that the reader's knowledge is the main key for effective reading; it supplies meaningful information of familiar written expression.[6].

BKOF03 stands for the third indicator in building knowledge of the field where students must identify words or phrases that are unfamiliar from the text. Most of the students answered 63,9% always, 36,1% sometimes and 0% never. It means if students find words or phrases which are difficult to understand, they looked up and try to guess the meaning from the context. The students usually use skimming or scanning techniques to guess the meaning of the unidentified words. Thus,

before students write, they must read to understand and to build up their knowledge of the topic they are writing about[11].

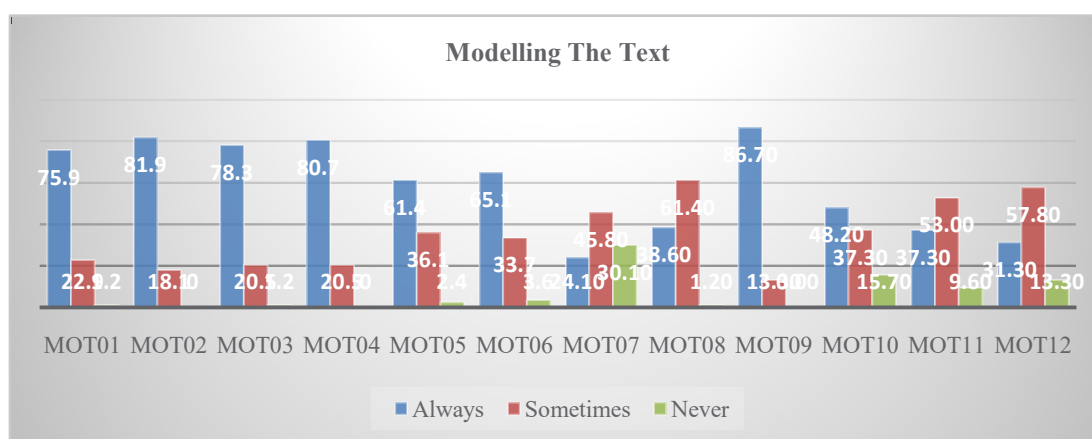
BKOF04 stands for the fourth indicator in building knowledge of the field, where students also learn other language skills such as listening and speaking. Most of the students answered 77,1% always, 20,5% sometimes and 2,4% never. Teacher, besides taught of writing text and text features, also taught other skills such as how to read fluently, how to listen carefully, and more importantly how to speak up the students' ideas among others. Reading, listening, and speaking must be integrated into the process of teaching and learning because exposing students the real language use can challenge them and force them to interact naturally using the language being learned. Students can regularly gain the complete language skills as employed in daily communication [11].

BKOF05 stands for the fifth indicator in building knowledge of the field that the teacher gives students access to hear native speakers and ask questions. Most of the students answered 56,6% always, 38,6% sometimes and 6% never. The native speaker's appearance could be seen not by their attendance in the classroom but the most important is the students can hear the text being pronounced or spelled. So, the teacher provided students with native sounds from the videos, voice recordings, and other similar resources. In this way, Lee also emphasized in his view that the importance of native speaker existence that they have both verbal and non-verbal communication skills that enable them to communicate smoothly and that can be imitated too by non-native speakers, in this case, are the students themselves [12].

BKOF06 stands for the sixth indicator in building knowledge of the field, where students trained in their critical thinking skills; they had to answers questions where the keys are not contained in the text. Most of the students answered 59% always, 39,8% sometimes and 2,4% never. Teacher trained the students' critical thinking skills by asking unpredictable questions that might not appear in the text. The ability to think critically causes students to understand the process and analysis of the results of their investigations and discover new concepts. The overall average among the three scales in BKOF01 to BKOF06 always accounts for 68,27%, sometimes accounts for 30,93%, and never accounts for 1,8%.

Modelling the Text

In the second step, the teacher has implemented twelve indicators starting from MOD01 to MOD12. Below is the result of students' responses from the questionnaires:



Graph 2. Result for Modeling the Text

MOT01 stands for the first indicator in modeling the text, where the teacher explains the type of text (genre) to write, the purpose, benefits, and social context. Most of the students answered 75,9% in always category, 22,9% sometimes category, and 1,2% never category. Through a clear explanation from the start, students can accelerate their writing process since they know what type of text they are going to write. The capacity to know and have the purpose of writing, as Emilia suggested, will empower a positive attitude towards student writing activities [13].

MOT02 stands for the second indicator in modeling the text where the teacher explains the stages or organizational structure of the text and its function to support the text achieving its

objectives. Most of the students answered 81,9% in always category, 18,1% sometimes and 0% never. The students learned the structure of the text and they memorized them using some outlines. The teacher helped the students to give names of the parts of the text since there is a possibility that students might forget or misplaced parts along the process. The teachers, however, might add their own teaching materials (or outlines) to increase students' skills in writing. It will help them to produce systematic genre through the writing process [4].

MOT03 stands for the third indicator in modeling the text where the teacher shows the full text. Most of the students answered 78,3% always, 20,5% sometimes and 1,2% never. This activity aimed to make students observe the overall format of text being studied. Students read, found patterns, read content, and made it easier for students to answer questions related to the text. Studying the text in its entirety is a process of observing features the language of a text with linguistic units which connects the parts text. The language units include paragraphs, sentences, and words [14].

MOT04 stands for the fourth indicator in Modeling the text where students asked to read and answer questions related to the text. Most of the students answered 80,7% always, 20,5% sometimes and 0% never. The type of questions teachers asked about reading material affects the type of information students remember[15]. The teacher must be careful in designing the question relating to the text. It must be relevant and the questions asked should make students remember information effectively.

MOT05 stands for the fifth indicator in Modeling the text where teachers and students discuss the organizational structure and linguistic characteristics of the text to be written. Most of the students answered 61,4% always, 36,1% sometimes and 2,4% never. The purpose of the discussion is to have a better understanding of ideas or opinions. The teacher's task was to direct the discussion, aroused students' will to convey ideas, and concluded the discussion. To be able to do it, teachers need to be familiar with the text and prepare interesting text topics[14].

MOT06 stands for the sixth indicator in modeling the text where students asked to identify organizational structures or elements in the text. Most of the students answered 65,1% always, 33,7% sometimes and 3,6% never. Identifying text structure is the activity of examining or analyzing text more deeply and thoroughly. The organizational structure itself relates to functions as a constituent element of the text. In general, the text consists of three-part, namely the opening paragraph, main paragraphs, and closing paragraph. Students trained to become experts in knowing the position of each sequence of the text [14].

MOT07 stands for the seventh indicator in modeling the text where students are given another text without the label of organizational structure and linguistic characteristics. The students answered 24,1% always, 45,8% sometimes and 30,1% never. The teacher gives different text without a label after students read it to make them realize the structure or the content. Students highlighted and made a list of words, clues that they remembered in each paragraph. Students have a reading purpose active at the same time as text processing and integration occurs. It helps the students when they develop their writing[16].

MOT08 stands for the eighth indicator in modeling the text where students can realize the function of each element or type of text discussed. The students answered 38,6% always, 61,4% sometimes and 1,2% never. In every text being learned, there are elements which composed it. There are plots, characters, setting, point of view and themes that the original writer wants to convey. The students needed to carefully understand each function as a whole storyline. Luu suggested that students need to have control over their social purposes of the required genre, and to give account to what is become most important events occurred in the story [3].

MOT09 stands for the ninth indicator in modeling the text where the teacher gives an understanding of grammar related to the text. Most of the students answered 86,7% always, 13,3% sometimes and 0% never. Teaching grammar thought text is also considered important. Both teachers and students discuss and analyze the sentence structure contains in the text. The way the author uses diction, punctuation will affect directly to the meaning of the text. After all, students will have a better understanding if they also learn about grammar. Students can focus of specific grammar content brought to the text[3].

MOT10 stands for the tenth indicator in modeling the text where students with higher levels are given longer texts and more diverse linguistic characteristics. Most of the students answered 48,2%

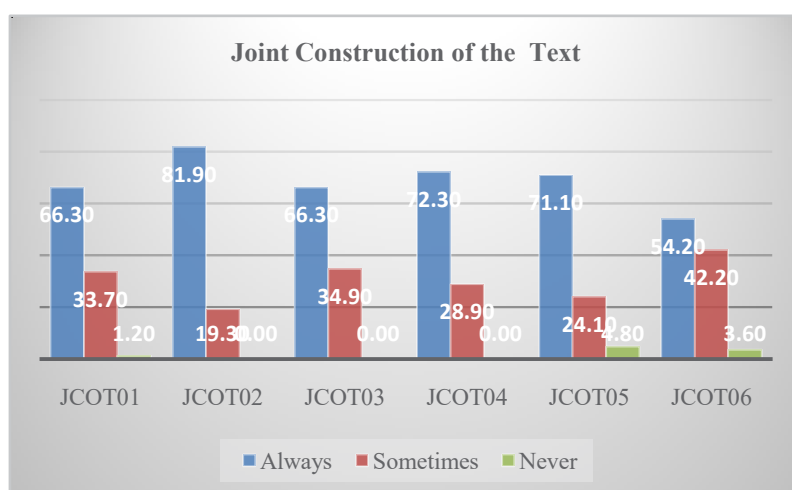
always, 37,3% sometimes and 15,7% never. The length of the text will increase according to the level of the students. They learned how to read from short-form into longer ones. Students with higher levels got benefit through this text exposure in different topic areas and it might develop their reading motivation too. This is as Nurjain's suggestion that most of the students improve their capacities involving the role of linguistic features for some specific texts after they gained their previous writing experiences [17].

MOT11 stands for the eleventh indicator in modeling the text where students given the task of making dialogue. the students answered 37,3% always, 53% sometimes and 9,6% never. after the students observe the full-text composition, the teacher instructs them to make dialogue. It is the process where they transform their understanding into forms of dialogue. Dialogue helped students get their ideas out and improvise them with the same storyline. It also trained their speaking abilities.

MOT12 stands for the twelfth indicator in modeling the text where students asked to write expressions that might be used from the text. the students answered 31,3% always, 57,8% sometimes and 13,3% never. Note-taking is an essential ability for students. What is noted by hand will be easier to memorize. If they found the same structure text, they could easily discover the kind of expression used in that type of text. The overall average among the three scales in MOT01 to MOT12 always accounts for 59,13%, sometimes accounts for 35,03%, and never accounts for 6,53%.

Joint Construction of The Text

In the third step, the teacher has implemented twelve indicators starting from JCOT01 to JCOT06. Below is the result of students' responses from the questionnaires:



Graph 3. Result of Joint Construction of the Text

JCOT01 stands for the first indicator in joint construction of the text where teachers together with students write a text. The students are divided into groups. Most of the students answered 66,3% always, 33,7% sometimes and 1,2% never. The activity to write in groups can give benefit. Students come with many ideas to get the writing task finished. The group of students worked out their contribution into a single text. Derewianka stated that working in groups give more detailed attention, there is a communication process structure and language features of particular genres, and in line with helping students achieve control over genres they had encountered [7].

JCOT02 stands for the second indicator in joint construction of the text where the teacher gives a grid (outline) of the type of text to be written by students. Most of the students answered 81,9% always, 19,3% sometimes and 0% never. It is the process that allows the teacher to organize the sample of writing to be more systematic and hands the same framework of text to the students. In this activity, the outline functions us to direct as learning tool allowing to transfer the knowledge of text from reading to writing [18].

JCOT03 stands for the third indicator in joint construction of the text where students are asked to write texts on topics that have been studied in groups. Most of the students answered 66,3%

always, 34,9% sometimes and 0% never. One of the students in the group write the text that has been made in groups and presented in the classroom.

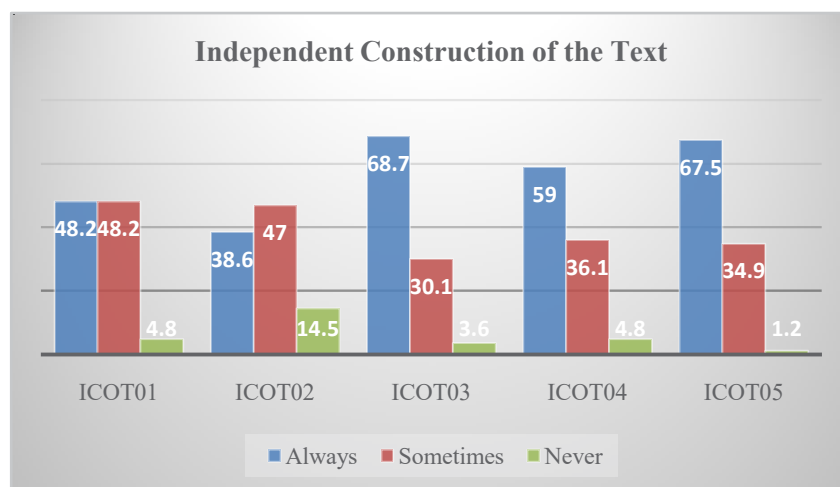
JCOT04 stands for the fourth indicator in joint construction of the text where the teacher approaches each group to check if there are students who have difficulty writing. Most of the students answered 72,3% always, 28,9% sometimes and 0% never. The teacher asked each group and make sure all groups have done the writing task. The teacher also checked students understanding about the text being given.

JCOT05 stands for the fifth indicator in joint construction of the text where each group of students consulted about the draft they wrote. Most of the students answered 71,1% always, 24,1% sometimes and 4,8% never. Students can ask the teacher about their group works, demand for feedback and correction. Feedback positively will provide any information and report about certain mistakes or errors they made in their writing task[19].

JCOT06 stands for the sixth indicator in joint construction of the text where teachers and students publish the text by displaying text written by students in class or in other ways students take turns telling what is written while other groups make comments. Most of the students answered 54,2% always, 42,2% sometimes and 3,6% never. Each group presentation will get comments from other groups. They make a list of mistakes or errors made by other groups. This activity will encourage them to think critically among peers, not a writer but also as readers. The overall average among the three scales in JCOT01 to JCOT06 always accounts for 68,68%, sometimes accounts for 30,52%, and never accounts for 1,6%.

Independent Construction of the Text

In the fourth step, the teacher has implemented five indicators starting from ICOT01 to ICOT05. Below is the result of students' responses from the questionnaires:



Graph 4. Result of Independent Construction of the Text

ICOT01 stands for the first indicator in independent construction of the text where students write individually about topics that have been discussed in certain types of texts. Students in answered always have 48,2% the same amount as sometimes with 48,2% too while students who answered never only earned 4,8%. Independent work is seen as the opportunity to perform what they already learned into a form of writing. They were given as much creativity to write down the text. Davidson already made her point during her research when his students conducted individual writings by listening to sounds, naming, and recording letters that represented sounds in words [20].

ICOT02 stands for the second indicator in independent construction of the text where the teacher gives a different topic for each individual (student). Students with the category of always is 38,6% less than students who answered sometimes with 47% and students who answered never is 14,5%. It implies that teachers did not always give different subjects to write. Students might be comfortable in writing with the same subjects.

ICOT03 stands for the third indicator in independent construction of the text where students write drafts and the teacher gives feedback. Most of the students answered 68,7% always, 30,1% sometimes and 3,6% never. Students wrote text individually and the teacher give them comments in specific ways. During this feedback phase, students might use their knowledge and skills they remembered from the earlier demonstration in writing their own text [20].

ICOT04 stands for the fourth indicator in Independent Construction of The Text where students retell what was written. Most of the students answered 59% always, 36,1% sometimes and 4,8% never. In the activity of retelling the context of the text, the teacher can ask and assess their comprehension. They might write a summary or tell the text orally.

ICOT05 stands for the fifth indicator in independent construction of the text where students are asked to answer questions or make dialogue to be presented in front of the class. Most of the students answered 67,5% always, 34,9% sometimes and 1,2% never. The students present their dialogue in front of the class where other students pay attention to the details whether it matches with the samples or not. The application of the context of the text to the situation in daily life, in spoken language, for example, occurs between two people who are close friends, who may meet on the street. The conversation that occurs will involve experiences or topics that are known by both parties, who have the same position and use informal spoken language. The overall average among the three scales in ICOT01 to ICOT05 always accounts for 56,4%, sometimes accounts for 39,26%, and never accounts for 5,78%.

4. Conclusion

The conclusion of this study that the Genre Based Approach has a very systematic ways in teaching writing to college students. There are four steps that are building the knowledge of the field, modeling, joint construction of the text and independent construction of the text. All of the four steps must be carried out regularly and carefully because each step has its own functions and goals. After learning to write using this GBA approach, students are expected to have the ability to compose text and become familiar with any text types. This GBA approach has the advantage of teaching its text features explicitly and focuses on the relationship between text and the context of its use. Based on this study result, all steps have been implemented well. Students can join the writing class and learn many types of texts during the class.

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